

Pupil name \_\_\_\_\_

Class / Group \_\_\_\_\_

Date \_\_\_\_\_

	AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3 - deduce, infer or interpret information, events or ideas from texts	AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF7 - relate texts to their social, cultural and historical traditions
Level 3	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>range of strategies used mostly effectively to read with fluency, understanding and expression</li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>simple, most obvious points identified though there may also be some misunderstanding, eg <i>about information from different places in the text</i></li> <li>some comments include quotations from or references to text, but not always relevant, eg <i>often retelling or paraphrasing sections of the text rather than using it to support comment</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>straightforward inference based on a single point of reference in the text, eg <i>'he was upset because it says "he was crying"'</i></li> <li>responses to text show meaning established at a literal level eg <i>"walking good" means "walking carefully"</i> or based on personal speculation eg <i>a response based on what they personally would be feeling rather than feelings of character in the text</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>a few basic features of organisation at text level identified, with little or no linked comment, eg <i>'it tells about all the different things you can do at the zoo'</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>a few basic features of writer's use of language identified, but with little or no comment, eg <i>'there are lots of adjectives'</i> or <i>'he uses speech marks to show there are lots of people there'</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>comments identify main purpose, eg <i>'the writer doesn't like violence'</i></li> <li>express personal response but with little awareness of writer's viewpoint or effect on reader, eg <i>'she was just horrible like my nan is sometimes'</i></li> </ul>	<p><b>In most reading</b></p> <ul style="list-style-type: none"> <li>some simple connections between texts identified, eg <i>similarities in plot, topic, or books by same author, about same characters</i></li> <li>recognition of some features of the context of texts, eg <i>historical setting, social or cultural background</i></li> </ul>
Level 2	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>range of key words read on sight</li> <li>unfamiliar words decoded using appropriate strategies, eg <i>blending sounds</i></li> <li>some fluency and expression, eg <i>taking account of punctuation, speech marks</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some specific, straightforward information recalled, eg <i>names of characters, main ingredients</i></li> <li>generally clear idea of where to look for information, eg <i>about characters, topics</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>simple, plausible inference about events and information, using evidence from text eg <i>how a character is feeling, what makes a plant grow</i></li> <li>comments based on textual cues, sometimes misunderstood</li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some awareness of use of features of organisation, eg <i>beginning and ending of story, types of punctuation</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some effective language choices noted, eg <i>'slimy' is a good word there</i></li> <li>some familiar patterns of language identified, eg <i>once upon a time; first, next, last</i></li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>some awareness that writers have viewpoints and purposes, eg <i>'it tells you how to do something', 'she thinks it's not fair'</i></li> <li>simple statements about likes and dislikes in reading, sometimes with reasons</li> </ul>	<p><b>In some reading</b></p> <ul style="list-style-type: none"> <li>general features of a few text types identified, eg <i>information books, stories, print media</i></li> <li>some awareness that books are set in different times and places</li> </ul>
BL							
IE							

Overall assessment (tick one box only)

Low 2

Secure 2

High 2

Low 3

Secure 3

High 3